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What do students need to be able to do to succeed on the course?

What challenges are students having in achieving this?

What aspects of EAP are most important to overcoming these challenges?

MSc Medical Physics and MSc Medical Imaging: Programme and Student Needs

Initially, Language Centre and Medical Physics and Imaging colleagues met to discuss student and programme needs.

- Largely international cohorts from diverse nationalities, with some home students and CERF C2 users of English

- Throughout their studies, students need to use sources, synthesise information, communicate complex ideas from sources in their own words, and to use citations

- Students can struggle with losing focus on meaning, over relying on summary, copy/pasting information, and not providing citations

- 20% of the final programme assessment is a poster presentation, but students didn't have opportunity for formative practice

Integrating EAP into Core Biomedical Physics Skills BP5025

To support these needs, EAP has been integrated into a 30-credit core skills module on the MSc programmes. Content focuses on producing a summative 1000-word report (25%), which is then transformed into a formative poster. Bespoke teaching materials were created to set examples and tasks within the context of medical imaging and physics. Activities use communicative approaches to build confidence in using English in new situations.

Week	EAP Focus
One	Analysing questions
Two	Reading skills
Three	Using sources
Four	Cohesion
Five	Critical thinking
Summative EAP assessment	
Eight	Audience and purpose
Nine	Presentation skills
Ten	Poster conference

Focus on summative assessment (25%): 1000-word report

Focus on support for future assessment needs: poster conference

Feedback from Students:

1. Developing skills and capabilities for learning

'Every aspect of the course was important for me, as it provided the core knowledge needed to excel in the program'

'The presentation allowed us to share ideas with people form different backgrounds while working as a team. It also helped us develop public speaking skills targeted at various audiences'

Suggestion: *'The poster presentation not worth credit meant the many classmates did not care about this.'* - clearer rationale needed for formative assessment

2. Supporting transitions and navigating pathways

'I was unaware of the referencing styles used in the UK. The course gave me a clear idea on the referencing styles and basic literacy skills'

'Writing report – it was new for me and had fun while learning it too'

'The analysis of two presentation and their styles was useful to understand how to present'

Suggestion: *'Increasing the number of mini written assignments and evaluate them directly in person with the staff'* – desire for more formative work and feedback